



## **IN-YEAR NEW ENTRANTS TO SCHOOL**

### **RATIONALE**

Children arrive in school often with little prior information which can be challenging for the child who may already be feeling anxious about a new setting and school staff who may feel inadequately prepared. This process aims to alleviate anxiety and support children and staff in providing as smooth a transition into class as possible, in order that progress is immediate.

### **INTENT**

Children new to school will be familiarised with the setting and teaching staff so that they feel more comfortable when they arrive on day 1. Teaching staff will be more informed so that they can prepare and plan appropriately for the new arrival.

### **IMPLEMENTATION**

Office staff will liaise with teaching staff and work through a process (below).

### **IMPACT**

Child is aware of setting and staff before they arrive and, therefore, any anxiety is lessened. Staff are prepared for the new arrival transition phase such that impact on the whole class and/or individuals is as minimal as possible.

### **PROCESS**

1. Office staff accept new starter through admissions portal.
2. Office staff make classroom staff aware of the new starter and share any information available.
3. Office staff arrange a familiarisation visit at a time convenient to classroom staff.  
Class teacher **MUST** be available (this may mean staying in school for PPA)  
Class teacher to arrange cover (class TA)
4. During familiarisation visit:  
Office staff welcome family and introduce to class teacher  
Class teacher meets and greets and shows child/family class setting  
Class teacher shares transition booklet with family. Family take booklet home with them.  
Office staff complete any paperwork with family.  
Class teacher completes basic assessment with child (see below).  
Office staff agree with family and class teacher a start date and starting arrangement, e.g. phased start, no more than 1 week later.
5. Class teacher has up to 1 week to prepare as appropriate, e.g. N2E/SEND supporting materials, liaising with Inclusion Lead/SENDCo if necessary.
6. New arrival transitions into class as arranged. Class teacher liaise with HT/Inclusion Lead/SENDCo as necessary to report on success of transition and progress.



**NEW ARRIVAL ASSESSMENT**

Name ..... Date .....

Home language .....

English language: N2E/EAL/FLUENT

Previous schooling: YES/NO Location: .....

Can child respond to basic interactions:

Hello YES/NO

What is your name? YES/NO

How are you? YES/NO

How old are you? YES/NO

Do you have any brothers and sisters YES/NO

NB. Questions may be different, please note any comments, e.g. interests, child's own comments, how they are feeling:

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How does child present? E.g. confident, anxious, withdrawn, excited

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Additional needs?

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Any other comments:

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Signed: ..... please retain copy

CC.  
Office/SP